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AUTHOR Blankenship, Karen; And Others
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ABSTRACT

Intended for use by teachers at the high school level, this curriculum guide, which is one in a series of guides for consumer and homemaking education in Kentucky, outlines a semester special interest course in food management. The two units, comprehensive I and II, which are prerequisites for this course are found in a separate guide (CE 017 504). Covering many of the same topics in depth, this curriculum focuses on the following concepts: (1) the physiological, psychological, and sociological aspects of food; (2) cultural influences on family food patterns; (3) government regulations for food grading, packaging, labeling, and sanitation; (4) food purchasing and storage; (5) planning, preparing, and serving meals for the family and special occasions; (6) food preservation such as freezing, canning, jelly making, and pickling; and (7) career opportunities in food related occupations. The appendix contains instructional activities to be used in conjunction with the curriculum. Behavioral objectives are stated in terms of student competencies, and the specific teaching strategies are accompanied by references to outside resources (primarily books and films) and supporting generalizations. A list of resources is published at the end, including books, periodicals, pamphlets, and filmstrips. (ELG)

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KENTUCKY CONSUMER & HOMEMAKING EDUCATION

Food & Nutrition

CURRICULUM GUIDE SEMESTER COURSE

Prepared by
Murray State University
College of Applied Science and Technology
Home Economics Department
Murray, Kentucky

In Cooperation with
Kentucky Department of Education
Bureau of Vocational Education
Home Economics Unit
Frankfort, Kentucky

CE 017 502

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FOOD MANAGEMENT

CURRICULUM GUIDE FOR SEMESTER COURSE

IN

FOOD AND NUTRITION AREA

Developed at Murray State University

under the direction of

Dr. Fern M. Horn, Professor
Home Economics Education
University of Wisconsin -- Stevens Point

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During the summer of 1972, twelve home economics teachers participated in a three week workshop to write a curriculum guide for a semester course in Food Management. These teachers were:

Karen Blankenship - 948 Broad Street, Beaver Dam, Kentucky
Hattie Chambliss - Muessel Jr. High, South Bend, Indiana
Nancy Childress - Carlisle County High, Bardwell, Kentucky
Faye Davis - Route 2, Mayfield, Kentucky
Sister Agnes Irene Eberhard - St. Teresa School, Campbell, Missouri
Barbara Galloway - Heath High School, Route 1, West Paducah, Kentucky
Edith Higgs - Carlisle County High School, Bardwell, Kentucky
Brenda Hyatt - Switzerland County High School, Vevay, Indiana
Cathy Lassiter - 1656 Calloway, Murray, Kentucky
Mary Ellen Lennon - Daviess County Area Vocational School, Owensboro, Kentucky
Burnice Logsdon - Henderson City High School, Henderson, Kentucky
Ann Nagel - Lone Oak High School, Paducah, Kentucky

Consultants:

Dr. Marjorie Stewart, Head
Home Economics Education
University of Kentucky - Lexington, Ky.

Mrs. Sally Crass
Curriculum Writer and Teacher
Murray High School - Murray, Ky.

INTRODUCTION

This guide has been developed for a depth or special interest course in the food and nutrition area. Since Comprehensive Home Economics I and II are prerequisites to the course, students enrolled in Food Management will be either juniors or seniors.

Home economics teachers have an ideal opportunity to promote creative, aesthetic, sociological, psychological and sociological values of food. An understanding of the role of food in relation to these values will better enable the student to meet the needs of individuals and families.

Since the late adolescent is emerging as an individual and developing an identity of self, it is important that he understand the cultural and religious traditions of his present food customs. His interest in others is furthered through the study of foreign and regional foods and related customs.

The concepts of government regulations and protection, availability of foods, and food purchasing skills are introduced to assist the student so that he may be a more knowledgeable consumer. As a consumer he could apply these ideas in saving time, energy, and money.

Students in the middle and late adolescence group show interest in preparing foods for others and a more positive attitude toward social responsibilities. This unit provides opportunity to prepare foods used in entertaining and the necessary tools or equipment involved.

The inclusion of food preservation in a semester course in food and nutrition can be justified by the fact that Kentucky is largely rural. This makes fresh foods available to the majority of its people. The number of students who marry while still in high school gives relevancy to food preservation, particularly to those students who are directly involved in the production of food. An understanding of home food preservation principles will also aid the students in making judgments concerning commercial food products.

Choosing a career is one of the most important decisions a young person will make. This choice depends on an appraisal of his interests and abilities as well as knowledge of factors that are likely to affect his future career and employment opportunities. Opportunities for careers in the food industry are increasing in proportion to the development of new food establishments.

The supporting concepts included in this guide are given as suggestions for developing a semester course. There will not be time to cover all of the concepts and experiences identified. Some of the concepts will not be of interest or importance for some of the students. The concepts selected and the sequence in which they are taught will vary with the students enrolled, the resources available, and the time of the year when the course is offered.

CONCEPTUAL STRUCTURE

FOOD MANAGEMENT

Major Concepts for Area	Major Concepts for Unit				
	7th Grade	8th Grade	Comprehensive I	Comprehensive II	Special Interest
Significance of Food to Family Life			Influences on eating habits	Influences of family food patterns and customs upon food choices	Cultural influences upon family food food patterns
	Relationship of snack habits to health and appearance	Application of the Basic Four Food Groups in well balanced meals	Importance of nutrition to one's appearance and health	Relationship of nutritional facts to meal planning and meeting changing food needs of family members	Psychological, physiological and sociological aspects of food
		Importance of helping with family meals			
	Introduction to simple table service and table manners	Advantages of using correct techniques of table service and table manners	Social influence of food as a means of developing social etiquette		
Nature of Food Used by the Family				Relationship of food pattern to family food budget	
Provision of Food for the Family			Consumer techniques in selection and purchase of food	Consumer food marketing practices	Government regulations and protection
					Food purchasing and storage
	Introducing techniques of food preparation	Factors influencing food preparation	Management techniques in food preparation	Planning, preparing and serving nutritious family meals	Management of food for family meals and for special occasions
			Principles of food preparation		Techniques of food preservation in the home
Occupational Opportunities Related to Food and Nutrition				Job entry opportunities in food	Career opportunities in food occupations

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SUGGESTIONS FOR DEVELOPING A BLOCK PLAN

The workshop participants developed a teaching sequence for each of the concepts. Based upon this organization of experiences, the following recommendations are made:

Concept I - Psychological, physiological, and sociological aspects of food – 8 days

Concept III - Government regulations and protection – 5 days

Concept IV - Food purchasing and storage – 15 days

Concept VII - Career opportunities in food occupations – 5 days

Choices will need to be made by each teacher for the remaining concepts in relation to:

1. Interest and ability of students in her classes
2. Needs of the community
3. Departmental facilities and community resources
4. Availability of food and other resources including finances and references
5. Background of the teacher

The workshop participants further recommend that teachers select from

Concept II - Cultural influences upon family food patterns

Concept V - Management of food for family meals and for special occasions

Concept VI - Techniques of food preservation in the home

those supporting concepts which are most relevant in relation to the criteria suggested above. Thus, not all the supporting concepts will be taught in a given school.

TITLE OF COURSE: FOOD MANAGEMENT

TIME: ONE SEMESTER

MAJOR CONCEPTS FOR COURSE:

Psychological, physiological and sociological aspects of food
Cultural influences upon family food patterns
Government regulations and protection
Food purchasing and storage
Management of food for family meals and for special occasions
Techniques of food preservation in the home
Career opportunities in food occupations

BEHAVIORAL OBJECTIVES FOR COURSE:

The student will:

- identify the psychological, physiological, and sociological aspects of food.
- perceive cultural influences upon family food patterns.
- understand government regulations and protection in food grading, labeling and packaging and food sanitation.
- perform basic skills in purchasing and storing of food.
- apply management techniques in the preparation of foods for family meals and for special occasions.
- apply principles of home food preservation to family situation.
- identify career opportunities in food occupations.

GENERALIZATIONS FOR COURSE:

Food plays a specific role in meeting psychological, physiological, and sociological needs of individuals.

The amount and kind of nutrients needed by individuals vary and are interrelated processes influenced by heredity, age, sex, activity, climate and physical state.

The role of food as a socializer, as an aid to breaking down communication barriers, and as a symbol of hospitality and friendliness justifies an appropriate use of resources.

Specific food, methods of preparation and serving, and times at which foods are eaten acquire symbolic meanings associated with religious beliefs and ceremonies, social usage, and ethnic and family traditions.

American cooking has resulted from the variety of nationalities bringing their own recipes and customs of preparing and serving foods.

The knowledge of food and cultural habits of other lands can contribute to a well-rounded outreach in today's society.

Food buying can be done more wisely with knowledge of grading, labeling, and packaging.

Because sanitation of food affects the physical well-being of individuals, certain government agencies are concerned with sanitation aspects of food and food products.

Purchasing skills and storage of food may be utilized to the advantage of the consumer in saving time, energy, and money.

Preparation and service of family meals require management of resources.

The techniques of planning, preparing and serving food vary depending upon the occasion.

Foods are preserved at home by freezing, canning, pickling with vinegar, spices or brine and preserving with sugar.

A knowledge of the nature of the work and the opportunities in food service can help in making career decisions.

FOOD MANAGEMENT

Conceptual Outline for Course

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A. Psychological aspects of food
B. Physiological aspects of food
C. Sociological aspects of food

II. Cultural influences upon family food patterns 7

A. Influences of customs, traditions, and religion on food choices
B. Preparation of meals using regional and foreign foods

III. Government regulations and protection 12

A. Regulation of food grading
B. Regulation of packaging and labeling
C. Regulation of food sanitation

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A. Factors affecting selection
B. Storage of food in the home

V. Management of food for family meals and for special occasions 19

A. Planning, preparing and serving meals for the family
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VI. Techniques of food preservation in the home 27

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C. Jelly making and pickling

VII. Career opportunities in food occupations 32

A. Employment and job opportunities in food careers
B. Characteristics of food occupations
C. Requirements for employment in food careers

MAJOR CONCEPT FOR UNIT: I. Psychological, physiological and sociological aspects of food

SUPPORTING CONCEPT(S): A. Psychological aspects of food
B. Physiological aspects of food
C. Sociological aspects of food

BEHAVIORAL OBJECTIVE FOR UNIT: Identify the psychological, physiological, and sociological aspects of food

SPECIFIC PERFORMANCE OUTCOMES:

The student will - identify the relationship of emotional disturbance to diet.
- give an acceptable explanation of the relationship of nutrients to body growth and development.
- summarize the role of food as a socializer.

GENERALIZATION(S): Food plays a specific role in meeting psychological, physiological and sociological needs of the individual.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest approach: Bulletin Board idea - "Don't Overlook the Psychological Aspects of Food" (Use picture of giraffe overlooking food.)	
Eating because of tensions or for something a person wants but does not have is an example of compensation.	Creative expression: Give situations and/or events that affect eating habits. Summarize. Examples: first date, exams, lonesomeness, sorrow.	
Emotions have an effect on what, when and how we eat.	Read reference to gain information concerning emotions and their relationship to diet. Summarize.	Cronan and Atwood, Foods in Homemaking, Ch. 1.
		"If Tensions Make You Overeat," Woman's Day, (March, 1971).
	OR	
	(AT)-Panel discussion on influence of emotions on food habits. Write summary paragraph on the relationship of emotions to diet.	
	OR	
	Problem solving situation: Analyze diets suggested in current magazines from an emotional health standpoint. Example: Grapefruit diet. Draw conclusions as to the effect these diets might have on emotions.	Current magazines.

Persons who have had an unhappy experience connected with eating when young may later have a dislike for a particular food.	Brainstorm: List favorite foods and most disliked foods and associate each to pleasant or unpleasant experiences. Summarize. OR Attitudes Check Sheet: Check to determine attitudes toward certain foods. (See appendix for copy.) Draw conclusions as to why certain foods are liked or disliked and relate to pleasant and unpleasant experiences.	Appendix A
Emotional disturbances such as sorrow, nervousness, irritability, anxiety or lack of acceptance may influence the desire for food.	OR Case study to illustrate relationship of emotional disturbances to diet. (See appendix for copy of case study to duplicate.) Summarize important points learned from the case study.	Appendix B Bell and Fallon, Consumer and Homemaking Education.
Good food habits require that individuals be able to change the kind and amount of food they eat as they change in age and psychological state.	Committee work: Examine several pictures of food to determine what age person would enjoy this food. Summarize by making food lists appropriate for various age groups. (Examples: baby - milk, young child - candy, teen-agers - hamburgers.)	McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 9.
Food can serve as an expression of non-verbal love and acceptance.	Brainstorm: Give examples of when food is used to denote love, reassurance, and acceptance. Examples: food sent by organization after a disaster, food sent to hungry nations, mother feeding baby, food served when ill. Create bulletin board to show non-verbal feeling being expressed through food. Example: families eating, couple sipping coke with two straws.	
Food has special importance in family life because through it families can express affection, hospitality, and festivity.	Discussion of foods that are traditional for families and how these foods express affection, hospitality and festivity. OR Write a brief paragraph summarizing how certain foods are used in families to express affection, hospitality, and festivity.	Wilmot and Batjer, Food for the Family, Ch. 2.
Food choices are based on food likes and food availability, but also on psychological need.	OR Role play situations involving food choices by family members during psychological stress. Examples: date cancelled, victory after a game, etc.	
Food provides a means for expression of artistic ability through the arrangement of food and color and texture combinations.	(EE)-Collect pictures or scan cookbook for food prepared and displayed such as "Hamburger 50 Different Ways." Identify examples of creativity expressed through food.	Current magazines, cookbooks.
	Problem Solve: Create a food product that shows individualism. Display food and identify ways kitchen groups have been creative. Example: garnish a casserole.	Consult magazines and cookbooks such as Forecast, What's New, Family Circle, Woman's Day.
	(EE)-Carry out creative ideas for serving foods at home. Report results.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Write ten summary statements to explain how the study has given a better understanding of the psychological factors affecting food choices.	
The physiological study of food is the study of the relation of nutrients to body growth and development.	Chalk talk: Review nutrients and their effect on body growth and development.	
Since adequate nutrition helps the body function properly, it also helps the individual to feel capable of meeting problems and thus reduces tension and frustration.	(Consult Comprehensives I and II for Learnings related to nutrition.) Resource person: Discuss topic "What You Eat, You Are" or "Today's Food Becomes Tomorrow's You." Draw summary statements from talk.	County Nutritionist.
It has been learned through research that during pregnancy and lactation careful selection of nutrients are essential for both infant and mother.	Mini-lessons: Report research findings to determine importance of food during pregnancy. Share with class. OR (AT)-Tape: "What Every Girl Needs to Know About Diet During Pregnancy But Was Afraid to Ask." Examples: -Do I really have to eat for two? -Why? OR	Current magazines. Example: Nutrition Today. White, You and Your Food, Ch. 31.
Careful selection of food nutrients during pregnancy and lactation enable optimal physiological growth to occur for both infant and mother.	Write paragraph on how nutrients affect the growth and development of the embryo during gestation. OR Problem solve to determine food substitutes for a mother-to-be. Example: Mother-to-be dislikes milk. How can calcium be furnished?	Cronan and Atwood, Foods in Homemaking, Ch. 10.
Individual food needs vary and are affected by activity, age, sex and body size.	Write menus and select recipes for the diet of: aged people, children, women in pregnancy and lactation, and infants. Share with class and compare various nutritional needs.	Medved, The World of Food, Ch. 25. White, You and Your Food, Ch. 31. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Ch. 13.

Food is a strong force in gracious living. Food can meet the needs of individuals beyond the basic need for nourishment.	Interest approach: Collect pictures of teen-agers having fun with friends at home and at various other social occasions. Prepare bulletin board of pictures collected. Discuss in relation to use of food as a socializer.	Magazines. Pictures collected by students.
Socio-economic status has a definite bearing on the kind and amount of food that people eat.	Radioscopics: Identify and portray the social significance of food. Include: -A variety of parties -Family meals -Prestige foods -Symbolic of wealth, poverty, status, happiness, friendliness.	Magazines, etc. Harris and Withers, Your Foods Book, Ch. 1.
Prestige foods vary with social and economic class. The food pattern of a family reflects the socio-economic level of the family. The serving of food is closely related to hospitality and personal well-being.	Round table discussion of significance of food as it affects individuals and families. Summarize.	Lowenberg, Food and Man, Ch. 4. Wilmot and Batjer, Food for the Family, Unit 2. Cronan and Atwood, Foods in Homemaking, Ch. 1.
Mealtime environment is affected by table appearance, table service, and attitudes of individual family members.	Chalk talk family circumstances which may affect meals. Discuss their relationship as an aid to socialization. Popcorn session to bring out affect of resources on meals.	Shank, Fitch and Chapman, Guide to Modern Meals, Ch. 7. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 6. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Ch. 13. Harris and Withers, Your Foods Book, Ch. 4.
Creating an attractive atmosphere for serving meals; using accepted social practices at mealtime reflect consideration for others.	OR Role play family situations which affect mealtime atmosphere. Examples: dislikes expressed by family members, discipline problems discussed at the table, staggered mealtimes, TV or telephone interruptions during meal, various ages of family members, table manners. Discuss the affect of these interactions on family members.	
The significance of a particular food is often related to socio-economic influences.	Write a short paper identifying the sociological aspects of food. Example: steak means we're "living it up" but beans indicates we're broke!	

MAJOR CONCEPT FOR UNIT: II. Cultural influences upon family food patterns

SUPPORTING CONCEPT(S): A. Influences of customs, traditions and religion on food choices
B. Preparation of meals using regional and foreign foods

BEHAVIORAL OBJECTIVE FOR UNIT: Perceive cultural influences upon family food patterns.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- list influences affecting food habits of people.
- give an acceptable definition of culture.
- relate the effect of religion on food choices.
- explain how food can fulfill a religious or humanitarian purpose.
- devise a plan and prepare a regional and a foreign meal.

GENERALIZATION(S): Specific foods, methods of preparation and serving, and times at which foods are eaten acquire symbolic meanings associated with religious beliefs and ceremonies, social usage, and ethnic family traditions.
American cooking has resulted from a variety of nationalities bringing their own recipes and customs of preparing and serving foods.
The knowledge of foods and cultural habits of other lands can contribute to a well-rounded outreach in today's society.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Food preferences are influenced by custom, tradition and religion.	Display pictures of unusual and usual foods to generate interest concerning the different foods people eat. Examples: grasshoppers, egg plant, yogurt, blubber, snails, clams, frog legs.	"Deli" section of supermarket. Current magazines.
Food choices and eating patterns are a reflection of national and regional influences.		
The food habits of a group are the product of the present environment and past history of the group.	Buzz group: Compile list of reasons people eat certain foods.	Harris and Withers, Your Foods Book, Ch. 15. Lowenberg, Food and Man. Wilmot and Batjer, Food for the Family.
Culture is the name given to habits or customs of a group.	Discuss the word culture. Develop a definition of culture.	Cronan and Atwood, Foods in Homemaking, Ch. 1.
Heritage is what has been passed along to us by our ancestors.	Phillips 66: The origin of food customs. Each group pantomimes origin of foods identified. Have group members identify custom. (See appendix for ideas.)	Appendix C & D Cote, People, Food and Science, Ch. 2, 3.

		White, Food and Your Future.
	View filmstrip "The American Heritage" and identify origin of foods served in U. S.	Filmstrip - "The American Heritage of International Cooking," Enterprise Aluminum Company.
Family traditions are often centered around ceremonies including foods.	Monologue: Tell of one family tradition in own family relating to food. Popcorn session with each student summarizing one new tradition learned.	Harris and Withers, Your Foods Book, Ch. 15.
Notions and folklore information about foods have had considerable influence on food selection.	Study group: Examine and list food notions and food folklore. (See appendix for ideas.) Bring to class some comments about food that you have heard or read. Analyze them to determine whether the statements contain half-truths, incomplete facts, misinformation, or superstitions about food. How did you arrive at your conclusions?	Appendix E Cote, People, Food and Science, Ch. 10.
	OR	
	View film on "Nutritional Quackery." Identify false food fads or myths as well as explain sound principles of nutrition.	Film - "Nutritional Quackery," 20 min., Aims Instructional Media Services, Inc.
Religious customs play a role in the choice of food.	Panel discussion on influence of various religions on food habits. Summary of information presented by panel.	Cronan and Atwood, Foods in Homemaking, Ch. 1.
Feast days or days of celebration call for special foods to be prepared and served according to a definite ritual.	Check calendar for special religious days of various sects and holidays. Prepare chart/calendar for classroom with special holidays and suggest various menus for these days.	Harris and Withers, Your Foods Book, Ch. 12.
	OR	
	Flannelboard of currently prepared foods originating with religious feasts and celebrations. Create bulletin board of foods with a religious/feast day history.	Lowenberg, Food and Man.
The practice of the giving of or abstaining from food has provided man with a symbolic way to indicate his devotion, respect and love to his supreme being or supernatural power.	Brainstorm for situations in which food can have a religious or humanitarian purpose. Explain how food can be used to fulfill a religious or humanitarian purpose.	Metcalfe, Trees of Christmas.
Regional areas of the U.S. include New England, South, Southwest, Far West, Mid West, and Hawaii and Alaska.	View transparency showing regions of U.S. Identify states in each region. (See appendix for transparency original of regions of the U.S.)	Appendix F
Regional foods are local specialties prepared and served according to the food customs of the older settlers in that area.	Handout sheet on regional foods. (See appendix for ideas.) Discuss experiences of students with these regional foods. Create bulletin board of map of U.S. and pictures of regional foods.	Appendix G Cote, People, Food and Science, Ch. 2.

SPECIAL INTEREST - II. Cultural influences upon family food patterns

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Many foreign countries have contributed to American food heritage.	Phillips 66: Discuss groups settling in each region of U.S. Decide on primary nationality influencing each area.	Lowenberg, Food and Man. Cote, People, Food and Science, Ch. 2.
The food habits of people of different regions of the U.S. are influenced by location and history.	Divide into interest groups to collect information about food habits and customs of settlers in each region. Present reports on background information of region.	Wilmot and Batjer, Food for the Family. Harris and Withers, Your Foods Book, Ch. 4. Cote, People, Food and Science, Ch. 2. Cronan and Atwood, Foods in Homemaking, Ch. 1.
The use of regional recipes and food customs enhances meals by adding variety and interest.	Laboratory experience: Plan and prepare a regional meal of the area studied. Compare meal to local customs. Evaluate meal.	Appropriate pamphlets and cookbooks.
Foreign foods are tasty and palatable although different.	Resource person to speak on his experiences and foods eaten. Examples: world traveler, foreign student, mother of foreign birth. (AT)-Begin collecting recipes of various countries and decoration ideas. Prepare notebook of recipes and ideas for meals.	Foods of the World Series, Time/Life Books.
Many foreign terms are used as a part of the American vocabulary.	Independent study: Compile a glossary of foreign food terms, their origin, and meaning. Crossword puzzle using terms. (See appendix for copy of crossword puzzle and answer sheet.)	Waldo, Complete Round-the-World Cookbook, section on foreign cookery. Appendix H, p. 51.
A study of food habits of a given culture provides a better understanding of individuals and the meaning of food to them.	Form research groups to investigate food customs of various countries, table service and setting. Create bulletin board of food customs gained from research. Reports from research groups. Identify similarities and differences.	Harris and Withers, Your Foods Book, Ch. 15. Wilmot and Batjer, Food for the Family.
The preparation of foreign foods often requires the use of different techniques.	Team work: Find recipes from country studied as well as new techniques or tools. Plan and serve a foreign meal of the country studied. Demonstrate techniques or tools required in preparation.	Cote, People, Food and Science, Ch. 26-33. Appropriate pamphlets and cookbooks.

The foreign meal is enhanced by using a setting characteristic of that country.

Display table accessories and decorations that carry through customs of country studied. Analyze table settings of other class members.

Cote, People, Food and Science, Ch. 26-33.

Metcalf, Trees of Christmas.

Foods of the World Series, Time/Life Books.

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MAJOR CONCEPT FOR UNIT: III. Government regulations and protection

SUPPORTING CONCEPT(S):
A. Regulation of food grading
B. Regulation of packaging and labeling
C. Regulation of food sanitation

BEHAVIORAL OBJECTIVE FOR UNIT: Understand government regulations and protection in food grading, labeling, packaging and food sanitation.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- distinguish between different types of grading.
- identify laws which regulate labeling and packaging.
- identify regulations in food sanitation.

GENERALIZATION(S): Food buying can be done more wisely with knowledge of grading, labeling and packaging. Because sanitation of food affects the physical well-being of individuals, certain government agencies are concerned with sanitation aspects of food and food products.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Interest approach: Create a bulletin board illustrating grading of food.	
Grading means to measure differences in qualities that are important to the consumer and to convey the information to him.	Read references or view filmstrip on grading of food. List grades for: beef, pork, lamb, vegetables and fruits, milk and eggs.	Filmstrip - "How to Buy Beef," U.S. Department of Agriculture. Cote, People, Food and Science, Ch. 23-24.
	Illustrate the stamping on food.	
	View film "Your Meat Inspection Service." Discuss main points.	Film - "Your Meat Inspection Service," U.S. Department of Agriculture.
	View transparencies on grading of eggs and identify factors that affect grades of product. OR View filmstrip on grading.	Transparencies - "Eggs, Grades and Size," 3M Company. Filmstrip - "How to Buy Eggs," U.S. Department of Agriculture. or Filmstrip - "USDA Eggs Products Inspection," U.S. Department of Agriculture.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	OR Review references on grading.	
Grading includes consumer grading without labeling, consumer grading with labeling, and commercial grading.	Give examples of grading without labeling, consumer grading with labeling and commercial grading. Summarize.	
Grading reflects the quality of the food obtained.	Set up exhibits on types of grading of food and give illustrations to show that quality might be reflected in the amount of money spent.	Shank, Fitch and Chapman, Guides to Modern Meals. Cronan and Atwood, Foods in Homemaking, Ch. 8.
The purpose of grading a product is to identify the degree or gradation in value or usability.	Popcorn session on knowledge gained about the grading of food, or have cans of fruit of different grades. Open cans to compare foods of each grade.	Cote, People, Food and Science, Ch. 18. Harris and Withers, Your Foods Book, Ch. 8.
	View film "The Food Cannery" and identify steps used by a modern cannery today to grade food. (Film would also be good to present sanitation required in food processing.)	Film - "The Food Cannery," Aims Instructional Media Services
Labels provide valuable buying information for the consumer.	Read references to obtain information on labels and their use. Discuss references and the help labels will provide consumers who take time to read them.	White, Food and Your Future. Cronan and Atwood, Foods in Homemaking, Ch. 8.
	Identify information required by law, information phrases and those difficult to interpret. (See appendix for copy on good labeling).	Appendix I & J
	Redesign the label so as to include information you would like to have on them.	
There are many protective packaging requirements.	Report on the various laws that protect the consumer in regard to packaging of foods.	Wilmot and Batjer, Food for the Family.
	View film "Label Logic" and identify the function and power of the Food and Drug Administration.	Film - "Label Logic," 20 min., color, Aims Instructional Media Services.

Food packages are of many types and provide valuable information for the consumer.	Display various types of packages. Examples: detergent, convenience foods, plastic bottles, vacuum packs.	Cote, People, Food and Science, Ch. 22.
	Select examples of effective packaging and identify the law that applies to the packaging.	
	Visit supermarkets and compare information on the labels by different companies. Report which you like best. Why?	
	View filmstrip "Ann's Additive Story" and discuss major points.	Filmstrip - "Ann's Additive Story," U.S. Department of Agriculture.
	(AT)-List and define chemical name on canned foods and package foods. Bring examples of labels on cans or packages.	What's New in Home Economics, October, 1971 or articles in other current magazines.
	Discuss value of food additives. Are they always beneficial? What is the purpose of using them?	Hughes and Bennison, Introductory Foods.
	Explain the advantages of the label stating style of food and syrup consistency.	Transparencies - "Be Aware of Standard of Quality" or "Use of Available Guides May Help in Making Choices," 3M Company.
		Cote, People, Food and Science, Ch. 23.
Federal and state regulations govern the sale of food.	Read references to find out about the Federal and State ordinances governing sale of foods, conditions of markets, restaurants, etc. Divide into teams to list learning. (Team with most points wins.)	Wilmot and Batjer, Food for the Family.
Adequate sanitation is necessary for good health.	Have a radio skit or local sanitarian speak to the class on "Food and sanitation as it affects the consumer."	"What Does Approved Restaurant Mean to You?", Ky. State Department of Health.
		Cronan and Atwood, Foods in Homemaking, Ch. 4.

MAJOR CONCEPT FOR UNIT: IV. Food purchasing and storage

SUPPORTING CONCEPT(S): A. Factors affecting selection
B. Storage of food in the home

BEHAVIORAL OBJECTIVE FOR UNIT: Perform basic skills in purchasing and storing of food.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- name ways the consumer can keep food costs down when buying food.
- identify methods used in advertising to persuade consumers to buy products.
- select foods by price and quality.
- devise a purchasing plan.
- explain the storage areas and methods of home food storage.
- show the desirable procedure for food storage by rearranging the food in the Home Economics Department.

GENERALIZATION(S): Purchasing skills and storage of food may be utilized to the advantage of the consumer in saving time, energy and money.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Evaluation of food needs in relation to family income is essential for wise food dollar expenditures.		
Food purchasing is accomplished best by devising a list of needed items before the actual buying of the products.	Dramatize a scene with shoppers in a supermarket--one with a shopping list and one without a list. Upon conclusion of the skit, develop some principles about making out market orders.	Harris and Withers, Your Foods Book, Ch. 8.
Planned marketing helps to achieve a balanced food budget.	Working with the family food shopper, try to determine how much it costs your family in one week when you buy food on impulse. What factors promote "impulse buying?" What factors determine whether an item purchased in this manner is a good buy?	
Food purchasing not only includes comparing, selecting and buying but also being aware of advertisements.	Cut out and bring to class ads dealing with foods to determine the influences ads have on consumers. Discuss different things that ads contain to persuade the consumer to buy food products. Examples: color, location on shelf. OR Read the advertisements in your local newspaper and determine what devices food retailers use to attract the food buyer.	(SL)-Spitze and Rotz, We Are What We Eat, Ch. 23. Local newspaper.

(AT)-Conduct a survey in your neighborhood to determine what factors influence the consumers' decisions to buy some specific food products. Ask your neighbors if they consider cost, brand, packaging, use, newspaper advertisements, sales, or the desire to try a new brand or product.

Food purchasing skills enable the consumer to buy wisely, therefore avoiding the purchasing of undesirable items.

Set up a display of canned fruits and vegetables. Determine the best use for each, the most economical buy, and the number of servings in each can.

Role play a situation involving the selection of foods to prices and quality. Compare weights and cost of various canned goods. Do you pay extra for nationally advertised name-brand foods? Compare several cans of similar fruits and vegetables. Determine reasons for differences in cost.

Discuss and develop a checklist for proper supermarket and store etiquette to be used on your marketing trips. Example: Do we congregate with friends in the aisles and block others?

The supermarket uses "specials" to persuade customers to shop at the market; these "specials" should be purchased in light of need and usability.

Field trip to a grocery store or a supermarket. While on the field trip:

a. Pay particular attention to "specials" on display. Can you fit these foods into home or school menus? Are these "specials" for you if you can't use them? Is price always the only consideration?
b. Ask the manager of a local store what he does to make holiday meal planning easier for his customers.
c. Notice the arrangement of fresh fruit and vegetable displays. How are art principles used in the arrangement of these displays?
d. Observe the packaging and storage of frozen foods in the market. Can this help you in deciding how to store frozen foods at home?
e. Observe which fruits and vegetables are the most expensive and which are the least expensive. Determine why. How can nutritious menus be planned around the less expensive fruits and vegetables?

The supermarket displays food for selling advantage, recognizing that customers tend to buy bright colored food and containers and tend to buy items to their right.

Give mini-reports, after consulting references, on the "purchasing guides" for: dairy products, meats, poultry, seafood, fruits and vegetables.

Harris and Withers, Your Foods Book, Ch. 8.

Cronan and Atwood, Foods in Homemaking, Ch. 8.

Weighing values and making intelligent choices are essential to good marketing practices.

Problem solve: Which product would you choose and what factors would influence your decisions in the following situations:

Cote, People, Food and Science, Ch. 24.

White, You and Your Food.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	In January, would you buy frozen strawberries, canned strawberries, or fresh ones? Would you buy a package of cooky mix, ready-to-bake cooky dough, or the ingredients to make cookies? For everyday use would you buy fifty Brand A white paper napkins, or would you buy fifty Brand B white paper napkins which cost ten cents more? Would you buy a package of frozen, small garden peas or frozen, large, tender, sweet green peas? Would you buy "hamburger" or extra lean, ground round steak for a casserole? OR List the different kinds of bread and eggs and the different forms of foods from which you can make a selection. Compare the prices of these.	How to Buy Food, U.S. Department of Agriculture.
Convenience foods usually offer an improvement over conventional methods of food preparation in time saved, provide similar flavor and texture, and frequently are more expensive.	Plan, prepare, and serve a luncheon using a casserole dish as the main course. One group may use a prepared, frozen combination. Another group may use a canned combination. A third group may make a similar casserole dish from a standard recipe. Compare cost, taste, and time involved in preparation.	Harris and Withers, Your Foods Book, Ch. 6. White, You and Your Food, Ch. 19.
Analysis of family menus and an understanding of food labeling is necessary for economical buying.	(EE or DR)-Offer to do the family food shopping for a weekend. Plan menus that meet basic nutritional standards, will be interesting to eat, and are reasonable in cost and preparation time. Make out your grocery shopping lists from your menus. Report to the class how you got along and how your family liked your plans and purchases.	
Food storage is storing food for future use.	Read references to find methods of food storage for the following kinds of food: 1. canned food 2. frozen ice cream 3. dried fruit 4. fresh vegetables 5. potatoes 6. dairy products 7. meats	(SL)-Davis and Peeler, Lessons In Living. Cote, People, Food and Science, Ch. 24. White, You and Your Food. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Ch. 14.

Food storage includes labeling, wrapping and placing food in specific areas of the home.	Determine from references where and how to store the above foods in the home. Discuss the different areas and methods of home food storage. Examples: refrigerator; cupboard; pantry; basement; bake, mix or serve centers. Arrange a display of food-storage devices which can be used when storing foods for the freezer, the refrigerator, or the cupboard shelf. Consider the cost of these aids. Can you think of less expensive but effective substitutes?
Proper storage of foods aids in minimizing spoilage and thus means a savings to the consumer.	Role play selecting fruit and store samples in various places to determine place of storage to length of preservation. OR Experiment: Select various storage wrappers such as aluminum foil, plastic wrap, etc. and wrap a sample of food and store in refrigerator; leave one sample unwrapped. Identify the effect of wrapping on length of preservation. Draw conclusion related to place of storage and care in storage. (AT)-Borrow some petri dishes from the science department. Prepare several cultures of some food which has spoiled due to improper storage and/or handling. Watch these cultures grow. How could proper handling and care have prevented this spoilage? Write a paragraph explaining the best storage areas for meats, fish, vegetables and fruits, sugar, flour and rice. Explain how correct food storage will save the consumer time, money and energy. Rearrange food into the correct storage areas in the Home Economics Department by dividing into organized groups.

MAJOR CONCEPT FOR UNIT: V. Management of food for family meals and for special occasions

SUPPORTING CONCEPT(S): A. Planning, preparing and serving meals for the family
B. Planning, preparing and serving foods for special occasions

BEHAVIORAL OBJECTIVE FOR UNIT: Apply management techniques in the preparation of food for family meals and for special occasions.

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- recognize the value of family meals.
- identify the trends in family meal preparation.
- apply principles in the preparation of meat in family meals.
- compare the cost, preparation time and satisfaction of different family meals.
- apply principles and management techniques in the preparation of food for special occasions.

GENERALIZATION(S): Preparation and service in family meals require management of resources.
The techniques of planning, preparing and serving food vary depending upon the occasion.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Review factors affecting meal planning (Concept II, Comprehensive II).	
A primary function and challenge of every homemaker is to provide nutritious and appealing meals for the family.	Popcorn: Past experiences of preparing special family meals that were satisfying, creative and a pleasant experience. Example: Birthday supper for boyfriend or dad.	
The preparation of family meals can serve as a source of pleasure, creativity and satisfaction for the homemaker.	Discuss the factors that make a family meal enjoyable. Examples: -"eye appeal" -food attractively served -pleasant atmosphere -acceptable food to family members	Cronan and Atwood, Food for Homemaking, Ch. 9. Medved, The World of Food, Ch. 25. Cote, People, Food and Science, Ch. 21.
Family meals provide opportunity to develop closeness with family members.	(DR)-Discuss ways in which the homemaker communicates love or indifference for family members through providing favorite dishes, guarding the health, etc. Survey class members to see how many mothers are in the dual role. Identify labor-saving devices which allow her to meet her time schedule. Group work: Select a labor-saving device such as blender or	

	electric knife and illustrate its labor-saving properties and its proper use and care.	
The use of labor-saving devices and good management techniques are essential for decreasing the time spent in preparing family meals.	Bring to class one or more ideas of shortcuts to increase efficiency in the kitchen when preparing a dinner or other family meal. Consider the use of large and small equipment, working methods, and convenience foods. From these ideas develop a list of "Dinner Preparation Time-Savers."	McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14.
Attractive meals that are adequate in nutrition are possible on a low income and with limited preparation time.	Bring to class favorite recipe for a "meal stretcher" in which meat is combined with a carbohydrate food such as noodles or spaghetti in a casserole.	Current magazines. Examples: Woman's Day, Family Circle.
Research indicates that families spend more money on meat than any other food group.	Survey reference material for information related to the family food dollar in family meals.	Current articles in magazines. Cote, People, Food and Science, Ch. 23.
	Develop bulletin board "Stretch That Food Dollar." Brainstorm for ideas to convey message.	
Family life style is directly related to the amount of time spent in meal preparation.	Panel: Contrast meal preparation "then" and "now." Identify trends and factors that have caused this change. Examples: more time spent in recreation; equipment.	
In buying meat, the cut and the grade of tenderness are related to price.	Examine newspaper ads for prices of various food products in each food group. Use one menu, substitute various forms and cuts of meat and calculate cost from newspaper ad. Share information. Draw conclusions concerning meat cost and total cost of meal.	
The most tender cuts of meat come from the part of the animal or fowl which is least used or exercised.	Study meat chart of National Livestock and Meat Board or reference which helps one identify cuts of meat.	Cote, People, Food and Science, Ch. 18. Medved, The World of Food, Ch. 11.
A better quality meat for the money spent may be obtained when one is able to judge quality in meat.	Field trip to supermarket to visit the meat market for hints on buying from the butcher.	
	Review reference as well as Comprehensives I and II for principles of meat cookery.	
	Demonstration: Select and prepare tender or less tender cuts of meat. Compare cost, cooking time, and amount of cooked servings of tender cut and less tender cut of meat.	Medved, The World of Food, Ch. 11. Cote, People, Food and Science, Ch. 18.
The dual role of wage earner-homemaker necessitates the increased use of convenience foods and shortcuts in food preparation.	(DR)-Plan a family meal using convenience precooked meat. Compare cost, cooking time and eating satisfaction of convenience meats such as weiners, canned hash or frozen Swiss	Harris and Withers, Your Foods Book, Ch. 10.

SPECIAL INTEREST - V. Management of food for family meals and for special occasions

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	steak with that of uncooked meat. Serve family style with appropriate table service. (Suggestion: Use recipes brought from home on meal stretchers.)	
Casseroles and one dish meals can be prepared with a minimum amount of time and with low-cost meats to provide interest and variety in family meals. Energy, money and time are important resources in planning meals.		
Less tender cuts of meat need to be cooked by moist heat methods which are braising and cooking in liquid.	(EE)-Prepare meals for the family using a low-cost, less tender cut of meat and report to class the reactions of family members.	
A roast cooked at low temperature will have less weight loss, less fat and moisture extraction and be more tender than a comparable roast cooked at high temperature.	(AT)-Determine weight loss and tenderness in cooking two roasts at high and low temperature and compare differences.	
Using appropriate cooking procedures in the preparation and service of food results in more pleasant and satisfying family meals.		
Family meals at holidays and on special occasions are usually more festive and distinctive than other meals and reflect family tradition.	Describe interesting ways in which some families you know traditionally celebrate special occasions. List food that might be served. Study menus for special occasions. Plan an American holiday menu for guests.	
Holiday meals should be planned to include the family's favorite dishes.	Prepare and serve a family meal for special occasion, using appropriate table service and appointments.	

Outdoor meals may be adapted to fit needs and interest of family.	Define cookout and alfresco meals.	Dictionary.
	Read references on types of cookouts to gain information as to why cookouts are such an enjoyable occasion. Popcorn summary on types of cookouts and how they are enjoyed by the family.	Cronan and Atwood, Foods in Homemaking, Ch. 11. Harris and Withers, Your Foods Book, Ch. 11. White, You and Your Food, Ch. 28.
A cookout is any meal involving food cooked and served outside.	Bulletin board: "Are you ready for a cookout?" (Below the title display outdoor cooking accessories such as long-handled spatulas, tongs, salt and pepper shakers, chef's apron, special pot holders and electric fire starter.) Brainstorm whether these items are necessities or luxuries.	
	View filmstrip "Outdoor Cooking Made Easier and Better." Identify techniques in outdoor cooking. OR Field trip to hardware store. Compare different grill features. OR	Filmstrip - "Outdoor Cooking Made Easier and Better," Reynolds Metals Company.
Methods of outdoor cookery include grilling, skillet cookery, toasting, cooking in a pit, and baking in coals.	Invite resource person (boy scout leader, Eagle Scout or extension agent) to speak on the methods of outdoor cookery. OR Consult references for information on types of grills.	Resource person. Cookbooks.
The ease of a cookout depends on selecting a suitable menu and having necessary equipment.	Plan menus for some cookout occasions. Plan centerpiece and other decorations. Make market order and lab schedule. List equipment needed.	Harris and Withers, Your Foods Book, Ch. 11.
	(EE)-Prepare and serve a cookout for the family using menu planned.	Yearbook of Agriculture, Outdoors U.S.A., 1967, p. 81. Yearbook of Agriculture, Food for Us All, 1969, p. 330.
Making ice cream is usually an outdoor activity and adds fun, variety and nutrition to family meals.	Revise outdoor menu to include ice cream prepared at home. Identify special equipment as well as preparation time.	Harris and Withers, Your Foods Book, Ch. 15. Cote, People, Food and Science, Ch. 15.
	Examine several recipes for ice cream. Compare ingredients used in each recipe.	Cronan and Atwood, Foods in Homemaking, Resource File. Any good cookbook.

SPECIAL INTEREST - V. Management of food for family meals and for special occasions

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(AT)-Discuss the different parts of the ice cream freezer and their use by making a freezer of ice cream. (Class member could bring freezer from home.)	
	(EE)-Apply principles in freezing ice cream by making a freezer of a favorite flavor for the family. Compare with commercial ice cream for total cost and preparation time.	
Parties give pleasure to others who enjoy food and friendship through hospitality.	Review the steps in planning a party. Examples: -Date, time, place -The amount of money you can afford to spend -The kind of party -Guest list -The type of decorations and favors -Menu-food -Entertainment -Work schedule -Invitations	
	Make a party plan sheet containing items to consider in planning a party. Examples: invitation, menu, entertainment, decoration, equipment and service.	
Parties include formal and informal social events.	Discuss a formal and informal party and tell the difference between the two. Give several party situations. Classify examples of parties as formal or informal.	
	(EE)-Visit a party shop to determine costs of party materials (favors, napkins, decorations, etc.). Report to class.	
	Explore different books and magazines to obtain ideas for writing informal/formal invitations; also check on acceptance and regrets. Make invitations to exchange and analyze on the basis of: -Correctly written -Neatness -Form -Eye appeal	Cronan and Atwood, Foods in Homemaking, Ch. 11. White, You and Your Food, Ch. 28. Vanderbilt, Complete Book of Etiquette.
	(EE)-Plan and serve a party, putting into practice what has been learned.	Pollard, Experiences With Food, Ch. 26.

Careful planning and good organization are necessary in order to serve a large number of people.	Interest approach: Listen to record "Tea for Two." Define tea.	Record. Dictionary.
	Read references on teas to review the purposes for having a tea.	Pollard, Experiences with Food, Ch. 26. Harris and Withers, Your Foods Book, Ch. 11. Shank, Fitch and Chapman, Guide to Modern Meals. White, You and Your Food, Ch. 28. Fowler, West and Shugart, Food for Fifty.
A tea is a gracious way to show hospitality to friends.	Look at transparencies to find examples of the two types of teas (identify invitations, foods served and services). Create a bulletin board showing foods for formal and for informal teas.	Transparencies - "Informal Tea Service," 3M Company.
Poise and enjoyment can be achieved by knowing and using acceptable manners at teas.	Buzz groups to determine "how to conduct oneself at teas." List manners on overhead projector.	Pollard, Experiences with Foods, Ch. 36. Harris and Withers, Your Foods Book, Ch. 7. White, You and Your Food, Ch. 28. Fowler, West and Shugart, Food for Fifty. Amy Vanderbilt's Complete Book of Etiquette, Ch. 30. Co-ed Magazine, March, 1972.
Plans for the food to be served and procedures for preparing and serving have an effect upon the success of the tea.	Make a detailed study of food served at teas. List under type of tea. Draw a diagram of the table with the placement of the food.	Harris and Withers, Your Foods Book, Ch. 11. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 22.
	Resource person to demonstrate decoration of tea cakes and sandwiches. OR	Local baker or person in community who specializes in this art.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Visit bakery or specialty shop that features food for teas. Plan and prepare independently fancy tea sandwiches, cookies, cakes and beverage and serve a tea to some guests. Evaluate the results with the class. OR	
A formal tea or reception is usually given for someone in particular.	Plan a reception to honor the faculty, an individual for an anniversary, wedding, etc. Analyze for: -Nutritive value of food served -Cost -Color, texture and flavor -Reason -Season -Time, energy	Harris and Withers, Your Foods Book, Ch. 11.
A buffet is a meal served on a central table from which guests serve themselves.	Pupils bring to class pictures of various types of buffet service and themes to use as a basis for class discussion. Brainstorm for other names for buffets. Examples: Sweden - smorgasbord Denmark - cold table Create a bulletin board from these pictures. List occasions when the buffet type of service can be used.	Current magazines. Cronan and Atwood, Foods in Homaking, Ch. 11. Harris and Withers, Your Foods Book, Ch. 11.
A buffet enables one to entertain a large group in a small space at a low to moderate cost.	Discuss what determines the type of foods to serve at a buffet meal. Example: casseroles. Consider foods that require last-minute operations for buffets. Chalk-talk: List foods on the board and classify according to advance preparation and on-the-spot preparation.	
Detailed plans, a skilled hostess, suitable facilities, and wise use of time are necessary for a successful buffet.	Make working plans for preparing a buffet. Suggested plan: Plan menu and select recipes Select equipment to be used (include either the electric knife or blender) Make time schedule	Hughes and Bennison, Introductory Foods. The Buffet Meal, University of Kentucky Cooperative Extension Service.

	Make market order Plan table setting and service Prepare and serve a buffet meal. Evaluate. Make a drawing of a buffet table showing the location of dinnerware, glassware, silverware, and food. (EE)-Use plans already developed to prepare and serve the buffet meal. Score in terms of hostess experience, guests and those who prepared the meal, suitable service, schedule, nutritional qualities and palatability. Analyze the planned buffet meal in terms of time to be spent, energy and money involved. Make necessary changes in order for it to be carried out.	
Any style of meal service may be followed for a brunch; however the buffet style with table service is usually preferred.	Collect and arrange on the bulletin board pictures of attractive brunches. Review types of meal service. Decide which would be best for serving a brunch.	Current magazines.
The food served at a brunch varies with the activity preceding or following it.	Discuss other names for a brunch. (Example: South - coffee). Discuss activities which might precede or follow a brunch.	Harris and Withers, Your Foods Book, Ch. 11.
A brunch can be either a substantial late breakfast, or it can be a luncheon without a dessert.	Plan menus to be used for a brunch. Analyze it according to menu forms, Basic Four, time needed to prepare, etc. Gather recipes for foods to be prepared following certain activities.	
A brunch like a buffet or any other meal depends upon planning ahead to be enjoyable and successful.	Plan, prepare, and serve a brunch. Analyze the brunch in terms of hostess experience, guests, and those who prepared it; also in terms of application of principles of food preparation, serving methods, and organization.	
A luncheon served in the middle of the day differs from lunch in that it is a special occasion.	Discuss the types of luncheons. Study luncheon patterns. Write menus for a luncheon based on these patterns. Examples: luncheon for couples, children, men, teen-agers, women, and different seasons (football luncheon, summer conference, etc.). (SL)-Collect pictures of luncheons. Create a bulletin board from these. Plan, prepare, and serve a luncheon. Analyze luncheon using criteria developed by class. Examples: appropriateness, completeness of plans, success of meal.	White, Food and Your Future, Ch. 19. Current magazines.

MAJOR CONCEPT FOR UNIT: VI. Techniques of food preservation in the home

SUPPORTING CONCEPT(S):
A. Freezing of food
B. Canning of food
C. Jelly making and pickling

BEHAVIORAL OBJECTIVE FOR UNIT: Apply principles of home food preservation to family situation

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- identify causes of food spoilage.
- recognize equipment and materials appropriate for food preservation.
- employ the procedures of freezing foods.
- use correct canning procedures.
- apply the principles of preserving by pickling and sugar.

GENERALIZATION(S): Foods are preserved at home by freezing, canning, pickling with vinegar, spices or brines and preserving with sugar.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
Freezing for future meals saves time, energy and money.	(DR)-Popcorn session on use of freezer to aid the homemaker in her dual role. Examples: freeze casserole for future use; freezing leftovers; taking advantage of supermarket specials and freezing.	Harris and Withers, Your Foods Book, Ch. 8. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21. Cronan and Atwood, Foods in Homemaking, Resource File.
Choice of container depends upon its ability to resist moisture loss, prevent air from reaching the food and its size.	Exhibit variety of containers to show various ones that are used. Rate containers as suitable or unsuitable and give reason for decision. Display wrapping materials to show various types available. Discuss use of the types. View demonstration on wrapping using approved methods. Display skill in wrapping using accepted methods.	Harris and Withers, Your Foods Book, Ch. 8. Cote, People, Food and Science, Ch. 20. Medved. The World of Food, Ch. 27; McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21.

The addition of ascorbic acid prevents discoloration of fruit.	(AT)-Identify factors affecting discoloration of defrosted foods by consulting references.	McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21. Medved, The World of Food, Ch. 27.
	(AT)-Determine role of ascorbic acid in food preservation.	
Success in preservation of foods by freezing requires selection of kinds and varieties adaptable for freezing, suitable methods of preparation, recommended containers, and correct temperature for quick freezing.	Read references on freezing for information on freezing fruits. Discuss packing methods in freezing fruit.	McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 14. Shank, Fitch, and Chapman, Guide to Modern Meals, Ch. 34. Home Freezing of Foods, University of Kentucky, p. 19.
	OR	McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21.
	View film "Food Preservation" to see fruits and vegetables processed and the steps used in canning, dehydrating, and freezing.	Film : "Food Preservation," 16 min., color, Aims Instructional Media Services.
Blanching is a necessary step in freezing fresh vegetables, as it inactivates enzymatic action, and hence retards maturation.	Group work: Read references to understand need for blanching process in freezing. Report to class.	Home Freezing of Foods, University of Kentucky. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Ch. 14. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21. Harris and Withers, Your Foods Book, Ch. 8.
	OR	
	View demonstration on blanching. Identify technique used.	
	Select a vegetable and freeze using the recommended procedure.	
	Read reference on meat freezing to recognize techniques not used previously in freezing fruits and vegetables. List differences in meat freezing procedures and those studied earlier.	McDermott, Trilling, and Nicholas, Food for Modern Living, Ch. 21.
	List guides for freezing that would apply to fruits, vegetables, meats, and fish.	Medved, The World of Food, Ch. 27.

SPECIAL INTEREST - VI. Techniques of food preservatio. in the home

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	(EE)-Select several foods and freeze at home using guidelines for freezing.	Cronan and Atwood, Foods in Homemaking, Resource File. White, You and Your Food, Ch. 30.
	Share experiences of freezing unusual items, such as potato chips, bakery products, broth or juice from vegetables as soup base, bananas.	Cronan and Atwood, Foods in Homemaking, Resource File. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21.
	(EE)-Freeze some unusual items of food at home to be used later by the dual role homemaker.	
Successful home canning is possible through the correct use of the pressure canner or the boiling water bath.		
Canning is preserving food by using heat to destroy micro-organisms and inactivate enzymes, and sealing the food in air tight containers.	Review: Read references to determine causes of food spoilage.	Some Aspects of Food Preservation, Ball Brothers Company. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21. Medved, The World of Food, Ch. 27.
	Resource person: Demonstrate use of pressure cooker. Emphasize procedures for safety.	Home economist.
The method of processing depends upon whether the food is acid or nonacid. To assure food safety, acid foods may be canned using the boiling water bath but nonacid foods must be canned under pressure.	Make a list of foods common to the locality and determine which are acid and which nonacid. Read references and identify methods of packing food into jars and the use of waterbath and pressure canner. Summarize by outlining procedure for canning peaches and green beans or food available.	McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21. Shank, Fitch and Chapman, Guide to Modern Meals, Ch. 34. Home Canning Book and How to Freeze Foods and Ten Short Lessons in Canning and Freezing, Kerr Glass Manufacturing Corp.

		Medved, The World of Food, Ch. 27.
		Cronan and Atwood, Foods in Homemaking, Resource File.
	View filmstrips "Home Canning Tomatoes" and "Home Canning Green Beans" to identify procedures of preservation for each and equipment needed.	Filmstrips - "Home Canning Tomatoes" and "Home Canning Green Beans," Ball Brothers Company.
	(AT)-Demonstrate canning using water bath and pressure canner. OR Laboratory experience: Use both methods of processing by selecting a vegetable and apply procedure of canning. Rate products by standards set up by class.	Medved, The World of Food, Ch. 27. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21.
Jams and preserves are made of whole or pieces of fruit cooked in syrup.	View filmstrip "Home Canning Jams and Jellies" to illustrate process and properties. Summarize film by listing all new terms or processes not encountered in canning. OR	Filmstrip - "Home Canning Jams and Jellies," Ball Brothers Company.
The jelling qualities of fruit juices is determined by the amount of pectin present in the juice.	Acquire information from references on jam and jelly.	Medved, The World of Food, Ch. 27. Cronan and Atwood, Foods in Homemaking, Resource File. McDermott, Trilling and Nicholas, Food for Modern Living, Ch. 21. White, You and Your Food, Ch. 30.
	View demonstration on jelly making.	
	Make jelly or jam. Rate product.	Cote, People, Food and Science, Ch. 15.
Pickling is the preservation of food through the use of acid (vinegar) supplemented with salt.	Arrange exhibit of products that can be pickled. Identify familiar ones.	Making Pickles and Relishes, University of Kentucky. Ten Short Lessons in Canning and Freezing, Kerr Glass Manufacturing Corp. White, You and Your Food, Ch. 30.
	View filmstrip "Home Canning Pickles" to illustrate packing and processing. Write a summary of film telling difference in processing pickles and tomatoes.	Filmstrip - "Home Canning Pickles," includes student booklet, Ball Brothers Company.
	Demonstrate pickle making.	

SPECIAL INTEREST - VI. Techniques of food preservation in the home

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
	Laboratory experience: Make pickles and compare products at a later date for appearance, flavor, crispness. Identify pickling problems (see appendix).	Appendix K
	(EE)-Compare pickles made in the classroom with purchased pickles for taste, crispness, cost.	
	Conversation cut-ups: Review canning terms.	

MAJOR CONCEPT FOR UNIT: VII. Career opportunities in food occupations

SUPPORTING CONCEPTS: A. Employment and job opportunities in food careers
B. Characteristics of food occupations
C. Requirements for employment in food careers

BEHAVIORAL OBJECTIVE FOR UNIT: Identify career opportunities in food occupations

SPECIFIC PERFORMANCE OUTCOMES:

The student will
- identify career opportunities available in food service.
- survey local community for jobs available in food service.
- give examples of different characteristics of various food careers.
- identify requirements of different food careers.

GENERALIZATION(S): A knowledge of the nature of the work and the opportunities in food service can help in making career decisions.

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
A wide range of jobs and earnings are available in food-related occupations.	Listen to a representative of food service give an overview of the career opportunities in food service. Summarize and list careers mentioned in the presentation. OR Explore references for information on food careers.	Guidance Counselor or Restaurant Manager. Medved, The World of Food, Ch. 28. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 15. Harris and Withers, Your Foods Book, Ch. 17.
Opportunities for careers in the food industry are numerous and varied because of the increasing numbers of food establishments.	(EE)-Survey opportunities in the local community as to the type of food establishments and careers available. Read "Help Wanted" ads to find out what food service jobs are available in the community. Make a poster or mobile using the newspaper ads of food service job opportunities.	
There are some fundamental characteristics common to all food service occupations.	Invite several food service workers (waitress, dietitian, restaurant manager, cook, nursing home food personnel) to serve on a panel discussing characteristics of their occupation. Summarize.	

Some Supporting Content and Generalizations	Teaching Strategies Learning - Evaluating Experiences	Resources
The requirements of food service workers are varied and numerous.	Explain difference between job-entry level and advanced level. Develop a career ladder showing how each occupation is related. Draw conclusions as to the relationship between careers.	
A letter of application can give the employer a favorable impression of the prospective employee.	Read references to obtain information on writing application letters for food service opportunities. Summarize findings.	How to Get the Job, Science Research Association.
	Write a letter of application and ask for a job in one of the food service areas. Analyze each letter to see if the letters contain correct information.	Handbook for Young Workers, U.S. Department of Labor. How to Prepare Yourself for Job Interviews, U.S. Employment Service. McDermott, Norris and Nicholas, Homemaking for Teen-Agers, Book II, Ch. 5.
	OR Select a job advertisement in food service from magazine or newspaper requiring a letter of application and resume, and write a letter and resume. Critique the letters and resumes.	
	OR View filmstrip "How to Find, Get and Hold a Job" and identify points in making job application.	Filmstrip - "How to Find, Get and Hold a Job," J. C. Penney Company.
Neatness, appearance, ability to follow directions, and information provided on an application influence the employer in selecting a future employee.	OR Invite food service employer to talk about: ways a new employee can make a good first impression; common human relations errors a new worker often makes; characteristics that enhance job relationships with co-workers; and communication among employees within a firm. Summarize.	

APPENDIX

Appendix A

To be used with Concept I

FOOD ATTITUDES CHECK SHEET*

DIRECTIONS: This is not a "test" but an attempt to discover something about your food likes and dislikes. It is not likely that any two people like all of the same foods. Consequently there are no "right" or "wrong" answers.

You will find a number of foods listed below which you may or may not like. In the blank preceding each food write the symbol which best describes the way you feel about that food.

Key to symbols: O - never tasted
X - don't like at all
V - like very much
F - like fairly well

_____Asparagus
_____Beans, green
_____Broccoli
_____Celery
_____Collards
_____Mustard greens
_____Cabbage
_____Turnip greens
_____Spinach
_____Lettuce
_____Okra
_____Peas, green
_____Peppers, green
_____Carrots
_____Pumpkin
_____Squash, yellow
_____Sweet potatoes
_____Grapefruit
_____Lemonade

_____Oranges
_____Tomatoes
_____Strawberries
_____Irish potatoes
_____Beets
_____Eggplant
_____Onions
_____Corn
_____Apples
_____Bananas
_____Peaches
_____Pears
_____Pineapple
_____Prunes
_____Milk, sweet
_____Buttermilk
_____Cheese
_____Beef

_____Pork
_____Chicken
_____Eggs
_____Liver
_____Fish
_____Shrimp
_____Black-eyed peas
_____Red beans
_____Lima beans, dried
_____Soybeans
_____Nuts
_____White bread
_____Whole wheat bread
_____Oatmeal
_____Rice
_____Macaroni
_____Butter
_____Oleo

*Taken from the Louisiana Curriculum Guide.

To be used with Concept I

CASE STUDY: RELATIONSHIP OF EMOTIONAL DISTURBANCE TO DIET

I was the type of bride who blooms shortly after her wedding day. And not just with child. Mother did it. I'll tell you, if there wasn't something delicious-smelling coming from her oven, it was unusual. With no place to go except to and from the refrigerator, it's no wonder I began to fill out my dresses more and more.

David, my husband, had entered the Air Force. He went away for a year and my scale went up forty pounds. When I tried tennis lessons to work off the weight, I wound up in David's shorts (the only ones that would fit). Needless to say tennis was too much for me. I finally gave up and started taking reducing pills for the struggle down the scale. But these seemed to make me irritable and nervous so I ate more candy, spaghetti, and rich desserts.

1. What are some suggestions you have to help this person improve her dietary habits?

2. Make summary statements describing the effect of emotions to diet.

PROBLEM FOR PHYSIOLOGICAL STUDY OF FOOD

Sally McGraw is nineteen years old. She is expecting her first baby. Sally does not like the following foods: milk, asparagus, oranges, strawberries, pork or rye bread.

List below suggestions that Sally could substitute in order to meet nutritional requirements during pregnancy.

Appendix C

To be used with Concept II

ORIGIN OF FOODS AND CUSTOMS

Sally Lund Bread - This sweet bread is said to have been named after a young woman who made it for sale in the streets of Bath, England in late 18th Century. It is not known whether the girl was calling out her own name or trying to pronounce the French "Sole Lune, Solielune," describing the round flat buns.

Ice Cream - Was originally a French dessert brought over by President Jefferson, and first served in the White House.

Chips and dips are traced back to tortillias.

Hushpuppies - Dogs would gather around the kitchen attracted by the aroma; the cook would throw them a bit of the cooked dough with the command "Hush puppies."

Johnny cake was originally called "journey" cake which was carried on long expeditions.

Today's barbecue stems from a way of cooking in a dug-out pit large enough to hold a steer.

Smorgasbord comes from the Danes and Swedes and means a bountiful array of food.

There are other interesting stories behind the origin of hot dogs, hamburgers, the Pilgrims and turkeys, sandwiches, using corn, and many other foods.

Customs such as table setting, fingerbowls and others present opportunities for interesting stories.

To be used with Concept II

FOOD CUSTOMS

1. Haroset - a paste of apples and nuts used at Passover - is symbolic of the mortar used by Jews as they labored for Pharoah.
2. Christians serve eggs at Easter as a symbol of new life.
3. Bread and wine taken at communion commemorate the giving of Christ's body and blood for man.
4. Bread used at Passover is unleavened because the children of Israel departed from Egypt in such haste they could not finish baking their bread, which was unleavened.
5. The traditional Thanksgiving turkey was started by the pilgrims as a gift from friendly Indians.
6. In Chile, no observance of Christmas is thinkable without Mondey's Tail, a cold beverage composed of coffee, milk, egg and alcohol distilled from fermented grape juice (egg nog flavored with coffee).
7. Until recently Catholics observed certain days of fast and abstained from eating meat on Fridays in remembrance of the sacrificial death of Christ.
8. Foods which take long and loving preparation are used in many countries at Christmas and other winter festivals.
9. Mince pie, a Christmas food in England since ancient times, is made from ingredients from the East which symbolize the gifts of the Wise Men to the infant Jesus. At first these were made in the form of the manger.
10. The use of wine and Christmas turkey fat sprinkled on the Yule log is an old English custom. The Croats and Servians are said to have sprinkled corn and wine on the Yule log while uttering wishes for an abundant harvest the next spring.

Appendix E

To be used with Concept II

FOOD NOTIONS AND FOLKLORE

1. Fish is a brain food.
2. Celery quiets the nerves.
3. Eating fish and milk at the same meal causes one to be sick.
4. Chocolate milk is not as nutritious as "white" milk.
5. Cancer is caused by cooking foods in aluminum utensils.
6. Heredity - not calories - accounts for a person being overweight.
7. Natural foods are the only healthful ones.
8. Chemicals added to foods are harmful.
9. Garlic can reduce high blood pressure.
10. Lettuce clears the mind of confusion.
11. Honey and vinegar can relieve pains of arthritis.
12. Blackstrap molasses is thought to cure anemia and rheumatism.
13. Yogurt possesses special qualities not found in other milk products.
14. Wheat germ can cure insomnia, digestion problems and prevent aging.
15. "Royal jelly" made by worker bees for the queen bee will restore youth and vitality.
16. Wine builds blood.
17. Heart disease can be caused by drinking ice water.
18. Margarine is harder to digest than butter.
19. The constant use of margarine has an adverse effect on secondary sex characteristics, such as depth of voice.

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To be used with Concept II

TRANSPARENCY OF REGIONS OF THE UNITED STATES

Appendix F

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Appendix G

To be used with Concept II

REGIONAL FOODS

THE FAR WEST

Abalone
Apple Dumplings
Avocado Salad
Bean Sprouts
Columbia Salmon
Eggs Foo Yung
Fresh Figs and Dates
Honeydew Melon
Jack Cheese
Kumquats
Mountain Trout
Orange Juice
Pheasant
Ripe Olives
Spanish Omelet
Tiny Pacific Shrimp
Venison Steak
Walnuts
Water Chestnuts

THE SOUTH WEST

Barbecued Beef
Chili con Carne
Frijoles
Grapefruit
Hot Chocolate
Lettuce
Melons
Prickly Pears
Sour Cream Pies
Summer Squash
Tortillas

THE SOUTH

Baked Ham
Baking Powder Biscuits
Black-eyed Peas
Deep-dish Peach Pie
Deviled Crab
Fritters
Frogs' Legs
Hominy Grits
Oysters Rockefeller
Pecan Pralines
Shrimp Gumbo
Spoon Bread
Terrapin
Watermelon

THE MIDWEST

Bacon and Eggs
Cherry Pie Cobbler
Corn on the Cob
Green String Beans
Honey and Biscuits
Mashed Potatoes
Mushroom Gravy
Pork Chops
Pumpkin Pie
Roast Beef
Roast Turkey
Rutabagas
Smelts
Steak
Sweet Cider

NEW ENGLAND

Anadama Bread
Boston Baked Beans and Brown Bread
Boston Cream Pie
Broiled Lobster with Drawn Butter
Clam Chowder
Codfish Cakes
Cornmeal Pancakes and Real Maple Syrup
Cranberry Sauce
Gooseberry Tarts
Indian Pudding with Nutmeg Sauce
Succotash

HAWAII

Baked Pig
Coconut Milk
Coconut Pudding (Haupia)
Mangoes
Papayas
Pineapples
Shrimp Curry with Rice
Ginger Chicken

ALASKA

Blubber
Fish
Seals
Whale Oil

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To be used with Concept II

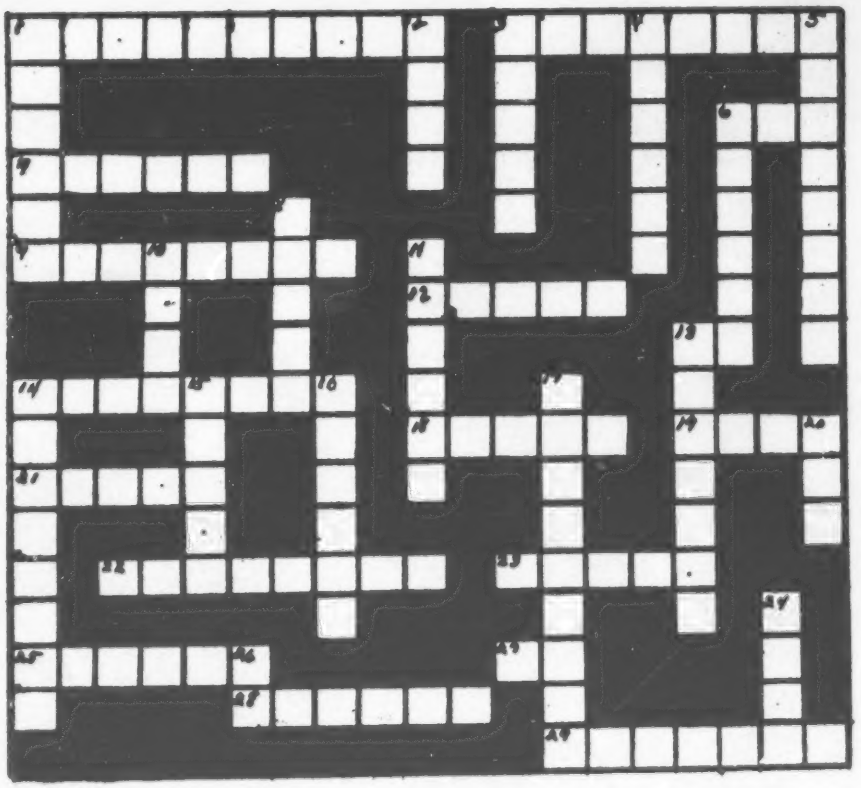
FOREIGN FOODS CROSSWORD PUZZLE

ACROSS:

1. A thick vegetable soup. (Italian wd).
3. Crepes is a French word meaning_____.
6. To cook foods in hot oil or other fat.
7. Oily seeds popular in Near East.
9. Strong black coffee (Italian wd.)
12. French wd. meaning served with own natural juices.
13. First and last letters of a name of a grain.
14. A German word for a type of extra dry toast.
18. Variety of Chinese tea.
19. Petits fours is a French wd. meaning small____.
21. To soften ingredients by beating with spoon or mixer.
22. A' la mode is a French wd meaning with_____ ____(2 wds.)
23. Piece of meat or fish separated from the bone.
25. A spice, from fruit of tropical tree.
27. Abbreviation for milliliter.
28. Lyonaise means served with _____.
29. Italian wd. for rich ice cream with fruits and nuts.

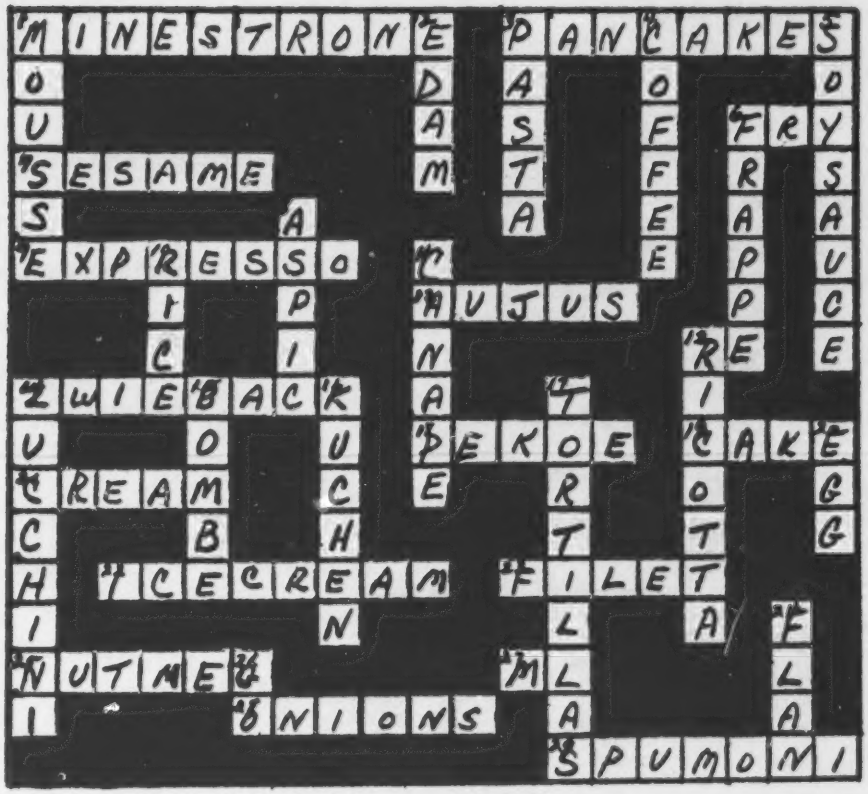
DOWN:

1. Light, airy dish of egg white, whipped cream or milk.
2. Famous Dutch cheese.
3. Italian wd. for macaroni.
4. demi- tasse is a small cup, usually of_____.
5. Favorite Japanese seasoning sauce made from soybeans (2 wds.)
6. Fruit juices frozen to a semihard consistency (French in origin).
8. French wd. meaning with jellied base.
10. Same grain as no. 13 across.
11. Small toasted buttered bread, often covered with spread.
13. Italian wd. for cheese of sheep, mild and white.
14. Green summer squash.
15. A fancy dessert made of ices, whipped cream and nuts.
16. German wd. for cake.
17. Spanish wd. for pancakes.
20. Chinese dish -_____ rolls.
24. French wd. for open pastry filled with custard.
26. To leave.



Developed by Cathy Lassiter
June 1972

ANSWERS TO FOREIGN FOODS CROSSWORD PUZZLE



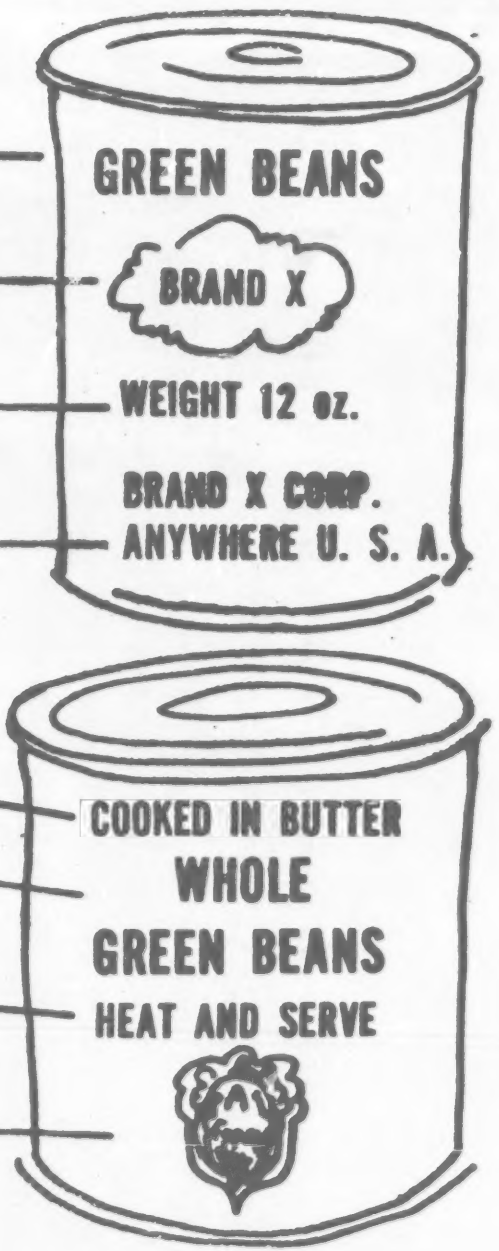
To be used with Concept III

Labels are required by law.

1. The label accurately represents the content of the can or package.
2. They must not make false or misleading statements and must be easily read in English. This also applies to imported foods.
3. The ingredients must be listed with largest amount first and the balance in descending order.
4. The net content must be stated in the units of measurement we use.
5. The products fill the container at the time it is packaged.
6. All chemical additives, preservatives, artificial coloring and flavoring must be listed.
7. The variety and style of the food must be stated together with the name of the product in clear type–such as thick, thin, or medium syrup in fruit, whole or kernal co n and so on.
8. The name and address of the manufacturer, packers, or distributor must be on the label.
9. Special dietary foods for diabetics, heart disease sufferers, obese, the allergic and others such as low sodium products should have specified on the labels the amount of ingredients for a given measure.
10. When nutrients such as vitamins and minerals are added to a food, the label states the amount in a recommended serving in relationship to the daily recommended amount.

A GOOD FOOD LABEL TELLS

1. NAME OF PRODUCT
2. BRAND NAME
3. WEIGHT OF CONTENTS
4. NAME AND ADDRESS of MANUFACTURER
5. ADDITIVES
6. DESCRIPTION of PRODUCT
7. INSTRUCTIONS for USE
8. GRADE—IF GRADED



Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S. C.

To be used with Concept V

PICKLING PROBLEMS

Soft or Slippery Pickles

1. Using too weak brine for curing.
2. Using too weak vinegar.
3. Not removing scum on surface of brine.
4. Not keeping cucumbers covered with brine.
5. Storing pickles in too warm storage area.
6. Use of hard water.
7. Using cucumbers with blossom attached.

Shriveling

1. Allowing too much time to elapse between gathering and pickling.
2. Placing cucumbers in too strong pickling solution at beginning of curing.
3. Using too strong brine solution.
4. Using too heavy syrup - too sweet pickling solution.
5. Using too strong vinegar solution.

Hollow Pickles

1. Faulty growth.
2. Improper curing.
3. Cucumbers standing too long (24 hours) before being processed.
4. High temperature during fermentation process.

Dark Pickles

1. Minerals in water - especially iron.
2. Iron cooking utensils.
3. Ground spices.
4. Cooked too long with spices.
5. Low nitrogen content of cucumbers.

Dull or Faded Color

1. Poor quality of cucumber.
2. Sunburned.
3. Over mature.
4. Grown under unfavorable conditions.
5. Cucumbers not graded.

White Sediment in bottom of jar

1. Not using pure pickling or canning salt.
2. Occurs during fermentation.
3. Due to bacteria that caused fermentation.
4. Temperature not controlled.
5. Not harmful.

Causes of Spoilage

1. Non-pasteurization.
2. Using ingredients that have deteriorated.
3. Not using standard jars and new lids.

KERR-ent Canning Information
Hattie Kilgore, Director
Research and Educational Department
Kerr Glass Manufacturing Corporation

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TRANSPARENCIES

3-M Transparency Sets

Be Aware of Standard of Quality. No. 29q
Eggs, Grades and Size
Use of Available Guides May Help in Making Choices. No. 29q